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ABSTRACT

The Eastern New Mexico University (ENMU) School of Education offers an educational administration program for students seeking a master's degree or licensure in educational administration. Most of the students are teachers from New Mexico and surrounding states who plan to become administrators at small and rural schools. In 1987, the New Mexico Board of Education decided that students who began their coursework in educational administration in the fall of 1986 or later must complete an internship. Three problems arose in implementing the program at ENMU. First, a university faculty member was required to visit each intern four times each semester, and many of the students were great distances from the university. Second, because the interns taught full-time, there was little opportunity to meet with them and their principals. Third, since the interns were teaching full-time, they had limited time to participate in administrative activities. The Eastern New Mexico School Research and Study Council helped find solutions to the problems. The council suggested ending the university faculty visits and increasing the role of the interns' supervising principals. Money was also allocated to free up interns to experience administrative activities. An internship questionnaire and an administrative competencies evaluation are included. (JPT)

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A COLLABORATIVE MODEL OF ADMINSTRATIVE INTERNSHIP: MEETING THE NEEDS OF THE UNIVERSITY AND LOCAL DISTRICTS

BY

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PRESENTED AT
THE AASA CONFERENCE-WITHIN-A-CONFERENCE
FEBRUARY 12, 1994
SAN FRANCISCO, CALIFORNIA

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Eastern New Mexico University is a state university whose School of Education provides coursework up to the master's level for students primarily from New Mexico and also from the bordering states of Colorado, Oklahoma and Texas. The majority of the education students will become educators in small, rural school districts throughout these states. The closest New Mexico university which provides coursework at the doctoral level is in Albuquerque which is approximately 240 miles from ENMU.

BACKGROUND

The ENMU educational administration department serves students seeking a master's degree or only licensure in educational administration. These students are classroom teachers from Southeastern New Mexico or from Eastern Texas. Rarely, about one every two years, is there a student who completes a master's degree in educational administration as a full-time student. Approximately 150 students are enrolled in the educational administration master's program with approximately another 150 students who seek administrative licensure only.

New Mexico grants one license for all administrative levels. The requirements for this

license include a master's degree, eighteen hours of educational administration coursework, a level II teaching license and a year long internship experience of 180 hours. The coursework related to educational administration is to be based upon New Mexico competencies for administration. These requirements may be completed while or after obtaining a master's degree.

To meet the needs of the students who work full-time and are living anywhere from 20 to 200 miles from ENMU, the educational administration department which is composed of two full-time faculty members provides coursework through distance education. The educational administration courses are so scheduled through on campus courses, interactive television courses, courses held at three off campus sites and summer courses that students can continue to work full-time and yet complete their educational administration coursework in two years. This coursework can be completed in one year if the student attends some on campus courses. An additional year is needed for the required foundations courses for the master's program. Once the students have completed all

educational administration coursework, they are eligible to register for their internship.

DEFINITION OF PROBLEMS

Prior to 1990, the educational administration program at ENMU was in a stage of transition. The New Mexico Board of Education had adopted the internship requirement in January of 1987. Any student who began coursework in educational administration in the fall of 1986 or later was required to complete the internship. After two years of defining the internship program and process, it became apparent to the ENMU educational administration faculty in the fall of 1990 that three problems existed.

The first problem dealt with the visit to each of the interns four times each semester by a university faculty member. Each semester approximately 20 students complete their internships. One faculty member was given six hours of a twelve hour teaching load to accomplish this task. Travel time was extensive in that most interns were in schools at least 100 miles from ENMU. The cost for travel and overnight stays had become prohibitive. More importantly, the faculty member was away from the university 30 to 40 days

each semester for these visits. With only two faculty members in the educational administration department, internship supervision became a burden.

The second problem related to the purpose of these visits. Because the interns taught full-time, the most the university supervisor could do was visit with the intern between classes and visit separately with the principal. It was rare that a conference could be held with the university supervisor, the intern and the principal. Often any discussions at the school site were superficial because of this lack of defined purpose.

The third problem focused on the nature of the interns' experiences in that, with few exceptions, they were teaching full-time which prohibited their participation in administrative activities during school hours. Most were coming to school early or staying after school to complete their internship hours. A review of internship logs indicated that many internship hours were being spent on bus, activity or athletic supervision.

The university faculty viewed these problems as extremely serious. The time of both the faculty and the interns was being wasted. It became apparent that the internship program was a mere duplication

of the student teaching program and that a new model had to be developed to meet the needs of the interns, faculty and school districts.

COLLABORATIVE PROBLEM RESOLUTION

In the fall of 1990, the educational administration faculty brought the issue of the internship to the members of the Eastern New Mexico School Research and Study Council. The Council is composed of twenty-six superintendents from Southeastern New Mexico who meet four to five times each year to discuss educational and related political issues. A member of the educational administration faculty is the Executive Director of the Council.

The superintendents were more than ready to discuss the internship program and process. They viewed the internship as a serious culmination of the students' program whereby the university and the school districts could work closely together to provide the interns with necessary practical experiences in administration. It was agreed by all that the previous internship model was not meeting the needs of the university faculty, school districts or interns. The resolution of these concerns occurred through lengthy discussions and

ultimate implementation of a new internship program in the spring semester of 1991.

The first problem to be resolved was the visitation of each intern by a university faculty member. No such visitations would continue to occur. The superintendents strongly felt that the districts should closely monitor the interns and assume responsibility for the experiences of the interns. To control the breadth of these experiences the educational administration faculty and several superintendents worked on two forms related to internship activities. The first form listed suggested internship activities based upon the New Mexico State Competencies for Administrators. The second form was an evaluation checklist also based on the competencies.

At the end of each semester, the supervising principal would, during a meeting with the intern, evaluate the intern's performance in all areas indicated in the state competencies. The superintendents insisted that a section be included which noted the intern's strenghts and weaknesses. They understood that all interns would do some things well and other things less well and that this

awareness by the interns was an intrinsic component of the internship experience.

The supervising principals would also be asked to assign a letter grade to the intern's performance. While the ultimate grade was given by the university faculty, the principal's grade became a strong element in grade computation. Prior to the spring of 1991, the interns were given a grade of Pass or Fail. Both the university faculty and the superintendents supported giving a letter grade as a means of more clearly defining the interns' performance during the internship.

As a means of checking on the adherence to competency-based activities by the interns, the interns fill out a daily log which is sent to the university supervisor four times each semester. The log activities are reviewed and, if any activities are questioned, the university supervisor will phone the intern and/or principal involved. The university supervisor is also available to resolve any problems by phone or by a visit to the school district.

The second major problem to be resolved was to find more school time for the interns to participate in administrative activities. This was done in two

ways. The first way was to to use the money previously spent on university supervision travel at the school district level. ENMU will reimburse a district for up to $300 for each intern for each semester of the internship. This reimbursement is for substitute teacher pay to enable the intern to have school hour administrative experiences. The average rate of substitute pay in Southeastern New Mexico is approximately $34 per day. The university also agreed to place student teachers in the interns' classrooms whenever possible. This would enable the interns to practice evaluation techniques and also to use some freed up time for administrative activities.

The interns are required to attend two seminars on the ENMU main campus in Portales each semester. These seminars provide a means for the interns to share their experiences with their peers and also to begin to form a network for current and future collaboration. The seminars also provide time for the interns and the university supervisor to discuss any problems.

During the second seminar each semester, the interns fill out a questionnaire about the ENMU educational administration program. Based upon

their experiences in the school districts, the interns provide feedback on the relevancy of the university coursework. This information is discussed by the educational administration faculty and coursework is thereby adjusted.

During the spring of 1991, the interns, superintendents, principals and university faculty reviewed the new internship program. The only change which the superintendents requested was, while the state requires a total of 180 hours for the internship, that ENMU require more than 180 hours in order to provide enough hours for the interns to have sufficient time to complete their required activities. Therefore, beginning in the fall of 1991, the interns were required to complete 120 hours each semester.

RESULTS OF PROGRAM CHANGES

The results of these program changes have been and continue to be extremely positive. The principals now view themselves as mentors for the interns in that they, as well as the interns, are held accountable for interns' experiences. By having the principals assign grades, they see their roles as more involved with and responsible for the interns. The principals relate that they feel as if

they are in collaboration with university faculty because their input is seriously taken into consideration. Of course, the internship experience continues to be only as good as the generosity and trust of the principal. However, the trust placed in the principals by the university faculty has generally been reciprocated.

When the number of hours for the internship was increased to 240 for the year, university faculty were apprehensive about the interns' reactions. There were none. The increase was accepted and it has now become the norm for interns to complete hours well beyond the minimum. During the fall of 1993, the average number of hours completed each semester was 186. The interns want to experience as many administrative activities as possible and the principals are willing to provide these experiences. It has also become the norm for interns to continue these activities well beyond the time they have completed their university requirements and have received their grades.

About fifty percent of the school districts each semester request reimbursement for substitute teacher pay for the interns. During the first year of the new program, many districts were skeptical as

to whether the university would actually provide these funds. After they discovered the ease in obtaining the money, the districts availed themselves of the process. During the fall of 1993, thirty percent of the districts provided substitute teachers at their own expense and seventy percent of the districts who requested reimbursement paid out substitute pay beyond the university's $300 limit.

As the internship program is implemented, the number of interns who are placed in administrative positions within two years of their internship continues to increase. In 1991, the number was thirty percent. In the fall of 1993, it was seventy percent. Both superintendents and principals have come to view the internship as a selection process to fill administrative positions.

CONCLUSIONS

The ENMU educational administration faculty could have made and imposed program changes for the internship by themselves. These changes would have been accepted by the school districts. By working with the school districts, the collaborative spirit continues to flourish because we are now both aware of and respectful of each other's needs. This collaborative spirit is one of trust by peers who

have different but equally important roles to fulfill in relation to the internship.

Both ENMU educational administration faculty and the Southeastern New Mexico school adminstrators continue to be proud of and monitor the internship model which they developed. By abandoning the student teaching model and focusing on the unique needs of the administrative interns, the program continues to provide the interns with rich and rewarding experiences. At the same time, the internship program is easy to coordinate and establishes a meaningful culmination of theoretical and practical synthesis.

EDUCATIONAL ADMINISTRATION
INTERNSHIP
QUESTIONNAIRE

Date:_____

Semester of Internship:_____First _____Second

Check one:_____Licensure only

_____Master's program

Name of District:_____

Did your district request the stipend from ENMU for the hiring of a substitute teacher during your internship?

_____yes _____no

HOW DID YOUR COURSES IN EDUCATIONAL ADMINISTRATION AT ENMU PREPARE YOU FOR THE INTERNSHIP EXPERIENCE? BE SPECIFIC.

WHAT AREAS IN EDUCATIONAL ADMINISTRATION COULD THE ENMU COURSES COVER WHICH COULD HAVE ASSISTED YOU IN THE INTERNSHIP EXPERIENCE? BE SPECIFIC.

WHAT PROBLEMS DID YOU EXPERIENCE DURING YOUR INTERNSHIP EXPERIENCE THIS SEMESTER? BE SPECIFIC.

EASTERN NEW MEXICO UNIVERSITY Portales 88130

College of Education and Technology
Graduate Records Office
Station No. 25
(505) 562-2691

TO: Principals Who Are Supervising ENMU Administrative Interns

FROM: Dr. Kathy Peca Kathy Peca
Coordinator, Educational Administration

RE: Internship Program

We at the university and the interns are grateful for your assistance and time commitment to the internship program. You should be aware of the following:

1. No University Supervisor will be visiting your school. If any problems arise as to the performance of the intern, you may phone me to discuss the problem or request that I visit your school.

2. The Eastern New Mexico Research and Study Council has agreed that interns need more school time to work with you. In order to make this time available for teachers who are working full-time and also completing their internship program, ENMU will reimburse your district $300 each semester in order for you to provide a substitute teacher for the intern. Please send a district request for this reimbursement to me by December 1 in the Fall semester and by April 15 in the Spring semester. The interns are informed by me that they are expected to work evenings and weekends if you so request.

3. Enclosed is a copy of the intern evaluation form which you are to fill out and return to me by December 1 for the Fall semester and by May 1 for the Spring semester. For students who are in their first semester of the internship, the checklist may not be completed in all areas, but the remainder of the form should be completed including the grade. Please keep a copy for your files. For the second semester intern, the entire form must be completed. Please keep a copy of the completed form for your files. The intern may also see and make a copy of this evaluation form.

The interns meet on campus twice each semester. During these meetings, information is shared and experiences related.

Please feel free to contact me if any questions or concerns arise.

Dr. Kathy Peca
Eastern New Mexico University
School of Education #25
Portales, NM 88130
(505) 562-2782

OBSERVED ONLY | PERFORMED UNDER SUPERVISION | PROFICIENT

2. **The administrator plans and manages the resources for which he/she is responsible, including personnel, finances, facilities, program, and time. To do this, the administrator:**

___ ___ ___ A. implements district, state and federal goals;

___ ___ ___ B. organizes tasks based on relevant objectives;

___ ___ ___ C. organizes, coordinates and supervises staff assignments and needs;

___ ___ ___ D. carries out appropriate fiscal procedures;

___ ___ ___ E. utilizes and maintains facilities;

___ ___ ___ F. demonstrates efficient time management by establishing schedules and reasonable timeliness for completing tasks; and

___ ___ ___ G. utilizes available technology to meet all administrative objectives.

3. **The administrator communicates accurately and effectively. To do this, the administrator:**

___ ___ ___ A. writes and speaks appropriately;

___ ___ ___ B. keeps staff and community informed of pertinent information;

___ ___ ___ C. utilizes appropriate listening skills; and

___ ___ ___ D. is receptive to the ideas of others.

4. **The administrator uses supervision, staff development, and performance evaluation to improve the program of the district To do this, the administrator:**

___ ___ ___ A. implements a collaborative process on staff development;

___ ___ ___ B. identifies and acknowledges effective performance in objective terms;

___ ___ ___ C. assists individual professional development planning;

___ ___ ___ D. develops, implements, and evaluates the staff development program, utilizing a variety of resources; and

___ ___ ___ E. collects and uses adequate information before making supervisory decisions.

ADMINISTRATIVE COMPETENCIES EVALUATION

FOR EASTERN NEW MEXICO UNIVERSITY EDAD INTERNSHIP

Please Print or Type

The Internship will be in (circle one) Fall Spring Semester 19____

Intern's Name_____
Last First Middle

This form should be returned to:

Eastern New Mexico University
School of Education
EDAD Department
Portales, NM 88130

(Please check appropriate box for each competency)

OBSERVED ONLY	PERFORMED UNDER SUPERVISION	PROFICIENT	
			1. The administrator promotes an environment/climate conducive to productive performance. To do this, the administrator:
—	—	—	A. displays empathy toward persons with whom he/she comes into contact professionally;
—	—	—	B. promotes quality relationships among staff/students;
—	—	—	C. utilizes participatory management techniques;
—	—	—	D. respects and understands multi-cultural and ethnic societies;
—	—	—	E. practices a professional code of ethics (e.g., rules of confidentiality, legal guidelines for personnel);
—	—	—	F. establishes and maintains open lines of communication; and
—	—	—	G. responds positively to supervision.

OBSERVED ONLY | PERFORMED UNDER SUPERVISION | PROFICIENT

5. The administrator demonstrates leadership. To do this, the administrator:

___ ___ ___ A. utilizes community demographics, educational standards, laws, and current educational research in planning and decision-making;

___ ___ ___ B. makes firm but reasonable decisions and accepts responsibility for those decisions;

___ ___ ___ C. develops measurable goals with input from the educational community;

___ ___ ___ D. plans, develops, implements, and evaluates programs to achieve established goals;

___ ___ ___ E. delegates responsibility and utilizes resources within the education community; and

___ ___ ___ F. evaluates his/her own performance and implements a professional development plan.

6. The administrator demonstrates an understanding of policitics theory. To do this, the administrator:

___ ___ ___ A. utilizes skills in developing school-community and school-parent relations, coalition building, and related public service activities;

___ ___ ___ B. understands the politics of school governance and operation;

___ ___ ___ C. exhibits an understanding of P.L. 94-142;

___ ___ ___ D. develops political strategies to pass bond, tax, and other referenda;

___ ___ ___ E. exhibits skills in lobbying, negotiating, collective bargaining, policy development, and policy maintenance;

___ ___ ___ F. utilizes mass media in shaping and forming opinions; and

___ ___ ___ G. utilizes conflict resolution skills to cope with controversies.

7. What strengths in the intern's administrative skills were noted during the semester? Please describe.

8. What areas in the intern's administrative skills need additional upgrading?

9. What grade would you award the intern?

A B C D F

Site Supervisor's Signature Date

This form should be returned to:

Eastern New Mexico University
School of Education
Station 25
Department of Educational Administration
Portales, NM 88130